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| Squirrels Class Medium Term Planning for **Science Spring Term 2024** | |
| **Topic: Traditional Tales**  Plants: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Whole School Events:  World Wildlife Day – 4th March  STEM Week – Theme ‘Time’ – wc/ 11th March |

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| Week 1 – Link it  Winter Seasonal Changes  Exploration of our outdoor area to look at changes since Autumn. What clothes do we need to wear in winter – why?  Collect and record data: Large display chart to record weather pictorially. Take a photo of outdoor area to represent Winter. We will compare this to other seasons earlier and later in the year.  Key vocabulary: Winter, rain, cloud, frost, sun, snow, season, weather, daylight, night | Week 2 – Learn it/Show it  Plant a bean in a bag (link to Traditional Tales topic).  Children to observe changes over next few weeks.  Key vocabulary: plant, flower, stem, leaf, roots, seed, bean, bulb | Week 3 – Learn it/Show it  The Enormous Turnip Science story.  Listen to the story. Sort which plants and edible and which aren’t. Look at which part of the plant we eat.  Key vocabulary:  Plant, growing, fruit, vegetables | Week 4 – Learn it/Show it  White Rose Plants  Wildflowers and garden plants  Name some common garden plants. Sort between edible and non-edible. Label the key parts of a plant.  Key vocabulary: wildflower, garden, plant, flower, stem, leaf, roots, seed, | Week 5 – Learn it/Show it  White Rose Plants  Tree parts  Name some common garden plants. Sort between edible and non-edible. Label the key parts of a tree.  Key vocabulary: tree, trunk, bark, branches, twigs |
| Week 6 – Learn it/Show it  White Rose Plants  Deciduous trees  Evergreen trees  Sort pictures of deciduous and evergreen trees. Identify and label key differences.  Key vocabulary: tree, deciduous, evergreen, blossom | Week 7 – Learn it/Show it  Spring Seasonal Changes  Exploration of our outdoor area to look at changes since Winter.  Collect and record data: Large display chart to record weather pictorially. Take a photo of outdoor area to represent Spring. We will compare this to other seasons earlier and later in the year.  Find and photograph plants and trees in my local area. What are their names?  World Wildlife Day link  Key Vocabulary: Spring, seasons, change, trees, plants | **STEM Week – Theme ‘Time’** | Week 9 – Check It  White Rose  Planting B  Observe changes. Sequence photos or pictures of our beanstalks. Label each stage with symbols, words or sentences.  Key vocabulary: plant, flower, stem, leaf, roots, seed, bean, bulb, seedling | Week 10 – Know it  White Rose – Sustainabillity  Caring for the Planet  Why is it important to care for our planet? Discuss wildflowers, feeding stations, vegetable patches, etc.  Create clay seed bombs to distribute wildflowers in the local community.  Key vocabulary: Earth, plant, amimal, helpful, harmful, |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **KS1 Observing and Measuring Changes**  observe the natural and humanly constructed world around them;  b observe changes over time;  c use simple measurements and equipment;  d make careful observations, sometimes using equipment to help them observe carefully.  **Identifying, Classifying, Recording and Presenting Data**  use simple features to compare objects, materials and living things;  **b** decide how to sort and classify objects into simple groups with some help;  **c** record and communicate findings in a range of ways with support;  **d** sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts,  block diagrams and simple tables.  .  **KS2 Drawing Conclusions, Noticing Patterns and Presenting** **Findings**  a draw simple conclusions from their results;  **b** make predictions; | **EYFS - UTW-TNW**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   **KS1 – Seasonal changes**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. |